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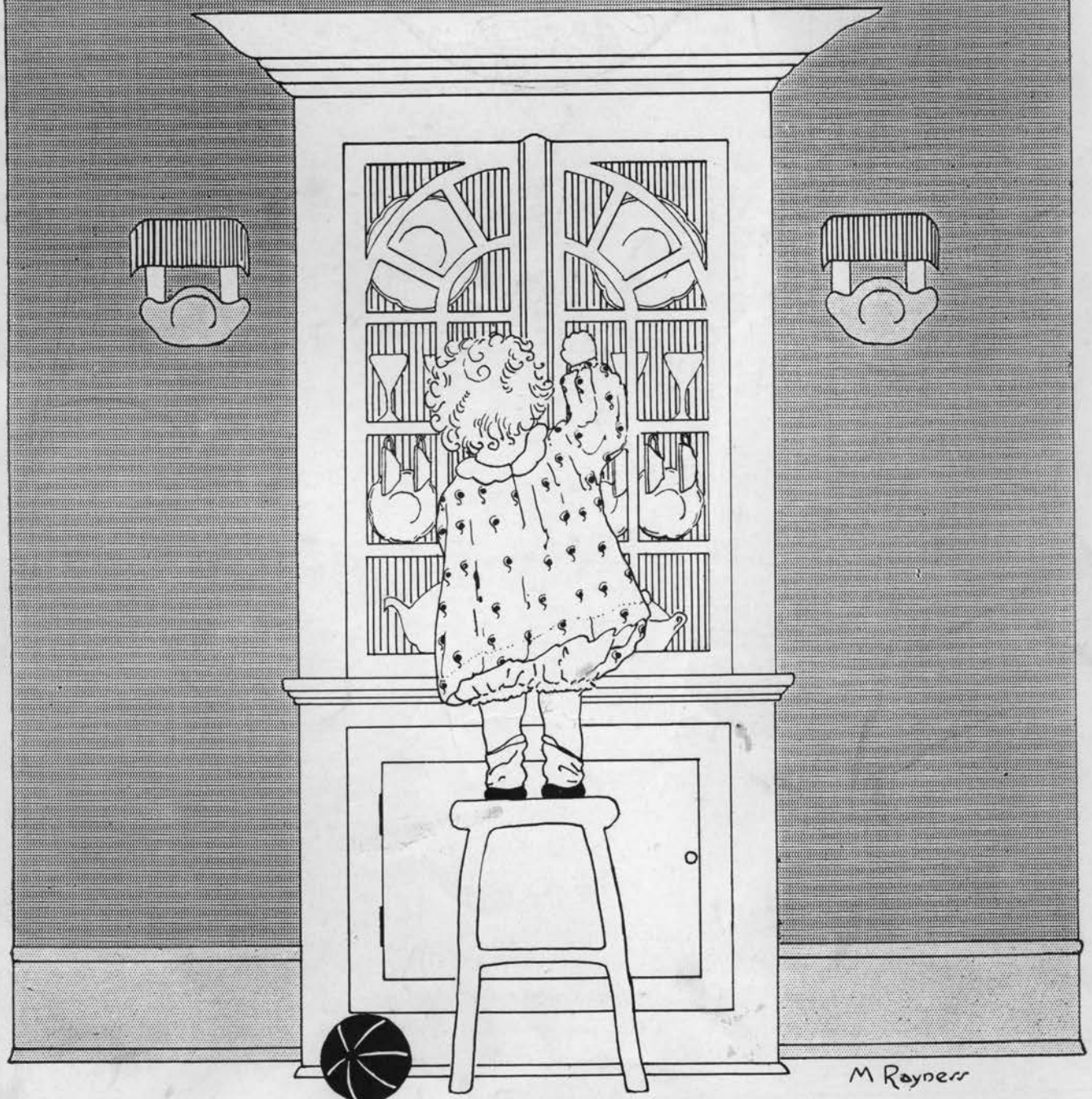
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Authors

Lulu Lancaster, Lydia Swanson, Elizabeth Oldham, Thomas Vance, Arthula Merritt, R. H. Eolbrook, Katheryne McCarney, Margaret Erickson, and Louise Corsaut

THE IOWA HOMEMAKER

IOWA STATE COLLEGE



M. Rayner



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THE IOWA HOMEMAKER

"A Magazine for Homemakers from a Homemakers' School"

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Child Study A Part of Homemaking Education

MRS. LULU LANCASTER

Assistant Professor of Home Economics



I Want to Be Properly Trained

"A LITTLE child shall lead them," said the greatest Leader the world has ever known. Again we are framing around this thought a new policy, a new venture in education. This idea is not really a new thought, for Froebel and many others adopted it, and of late years Madame Montessori has demonstrated its value. Education has said many times that a child shall lead them, but medical men, psychologists, economists and ministers are now saying that the emphasis should be put on that word "little" because the first few years have been found to be such vitally important ones in an individual's life.

By showing the problems, the pitfalls, and successes of child life, little children are actually leading students in their studies in a number of colleges and universities in this and other countries. At Iowa State College it was deemed necessary to include care and training of children in the education of the prospective homemaker or teacher of homemaking, this education to include opportunity for practical application. Long ago home economics people learned that theory without practice was only half education, likewise it seems sure that the child to be known must be studied first hand.

We must acknowledge, however, that this new idea in the educational field was an adopted one. It took its inspiration from our English cousins, who, after the war, found themselves confronted with the fact that too many of their citizens were unfit for service. On tracing the trouble to its apparent source, they decided there must be supervision of the pre-school years as well as the school years. They not only found that the pre-school child must have a chance, but also decided that parents should know more about raising better children. The outcome of these investigations and decisions

was the organization of the nursery school as a part of their regular educational scheme. At present the English Nursery School gives the child from two to five years old a chance to develop normally, physically and mentally.

We may have taken our idea from England, but we are making our own applications according to our needs. In some places these schools serve as experimental laboratories where the physical and mental growth of pre-school years is measured. In other schools, educators are trying to give to the pre-school child that kind of teaching which the child needs at this particular period. In still other places, home economics people have realized that the nursery school is an ideal instrument through which child care can be taught.

As a part of homemaking training, it seems necessary to study both the abilities and growth of the child and at the same time to give to him that kind of educational material which he can take and needs to have. The underlying thought in this particular type of education is mainly preventative—that kind of material which will promise little undoing or doing over either in early or later years. This means taking into consideration first those factors which will insure to the individual a sane mind and a sound body. Therefore it seems that heredity makes its first contribution to a study of child care.

Perhaps logically following this line of thought is that kind of maternal care which brings the little newcomers to the world fit in mind and body. Science has long ago demonstrated facts which prove that the mother's health and healthy mindedness react definitely on the unborn child. Thus heredity and environment have a definite place in a child study or homemaking course. However, that is but the beginning. Nature gives us "eighty-two percent of our Iowa children with a chance to be vigorous men and women", so says a statistician, but "only seventeen percent of this number grow up without some handicap".

With a chance to study a group of children, such chances as our child laboratories provide, students have an opportunity to see childhood in its many phases and to build up in their own minds the necessary material which mothers or teachers of children should have. Students of today are discounting the old idea that at the proper times mothers are endowed with the necessary information which will make good citizens

of their offspring. Instead, they are deciding that science can tell them how to interpret much more effectively the time honored word, "motherhood".

She who is studying children must refer to psychology to help her to follow or to better understand why children react to situations as they do. With such a background and with an opportunity to see skillful guidance in behavior problems, students are doubly reinforced with material which will function in child teaching. Through the nursery school group, a splendid opportunity comes to the student to see the development which children can accomplish when given a chance. Through well chosen toys and games and opportunity for free and directed play, there comes stimulation of creative, dramatic and cooperative abilities. An appeal to nature and nurture can be demonstrated through animals and plants. Interpretation of rhythm can be called out of the child thru simple good music. Thru association with their own kind, little children learn to recognize the rights of others and to show what it means to be socially minded.

The relation of food habits and proper nutrition have many definite applications in a group of children. The student may also learn with great interest that even in a pre-school group, good food habits may become a part of a child's program because the child has learned at school it is the best thing to do. Careful physical examinations of the children give the student a clearer insight and interpretation of behavior problems and developmental studies.

"But are you teaching homemaking at the expense of the child's desires and interests?" asks one interested in children. The so-called nursery school or child laboratory has won the child's heart, as can be readily proven by watching the school in progress. Children come eagerly, leave reluctantly and show distress when kept at home. It is their school, their interests are paramount, a chance is given them to follow their desires.

Human relationships are no doubt one of the homemaker's biggest problems. Making a budget, selecting artistic and economical clothes, serving a delicious meal, are only means through which the individual can express itself. To so control situations and to so guide human beings that they may attain their greatest potentiality challenges the wisdom of the ages. That Leader long ago gave us the key when He directed us to study childhood.

A Morning With the Children

MISS LYDIA SWANSON

Instructor in Home Economics



Shampooing Dollie's Hair During Work Hours

WOULD you like to visit the child care laboratory? Then come with me this morning. We'll take these chairs near the wall, be as well-behaved and non-committal as the original Stoics lest some toddler assume the role of actor.

At eight-thirty, a merry little voice chirps, "good morning" as Mother or Daddy deposit the child at the door. This is followed by another and another until a group of sixteen children between eighteen months and five years have arrived, with a certain air of independence and perhaps concealing some "bit of news," the child proceeds to the cloakroom. The clumsy little fingers remove the hat, coat, mittens and hang them on the hooks. It is only when a scarf is tied in a hard knot or galoshes prove stubborn that the teacher comes to the rescue.

After inspection as to "runny noses" and other evidence of illness, taboo in the laboratory, the child, with eagerness and anticipation steps into the laboratory. Here he finds his schoolmates seated on the floor, perhaps listening to a story, or singing little songs, which continue until all the children have entered quietly into the composed, pleasing atmosphere. Then follows one of the most interesting periods of the morning. "News". This is the child's particular news, which usually means a doll, pretty handkerchief, new hat, train; something of concrete interest to the child. He has brought this "news" to tell the other children.

After "news", there is the "work" period. At this time the children choose material interesting to them, from the low cupboard. There is a wide range for choice—paints, clay for modeling, paper for cutting, peg boards, beads, puzzles and Montessori apparatus are to be found there. Should the child desire to be a "homemaker," dishes, dolls, wash tub, clothes, brooms, and aprons furnish the necessary equipment. There you may see Gretchen giving the doll a shampoo. Blocks furnish material for railroads, houses and other buildings for the young architect. With hammers and saws the young builder may be seen constructing curious windmills, airplanes, and ships, evidences of little minds at work. The child goes from one piece of work to an-

other, putting each away as he has finished to his own satisfaction. Instruction or guidance by the teacher is only given when the child seems ready for it. When situations too difficult are encountered, assistance will be asked for. At all other times approbation and approval of success is all the child desires, and is all the stimulation necessary for further carrying on of the project.

The incentive for much of the work can be easily traced. Here you may see the "gingerbread man" or the basket of groceries the "groceryman" left, crudely modelled in clay. A circus in town furnished ideas for the following week. Tens and animals are constructed by ingenious mind.

This procedure continues perhaps an hour then all work is put away and to the music of the piano or Victrola the little workshop becomes a dancing, skipping mass of humanity. Sometimes blocks and the clapping of hands assist the child to keep time to the changing melodies. To march music, you find them marching like soldiers—while, "I See You" makes them want to skip. This is followed by the march to the wash room, where dirty faces and hands are transformed. This feat too is accomplished through the efforts of small, but willing hands.

Again the child returns to the laboratory, where he finds some of the group seated on the floor, quietly listening to a story, while two or three have chosen to set the tables for mid-morning lunch. The lunch consists of crackers or fruit and water. Good muscular control without conscious effort is here acquired as the little hands manipulate the

pitcher of water and try not to "spill a drop." A student observer is invited to be "guest" at each table. The honor of being chosen to serve is coveted by all. Visitors hold their breath while twenty-seven months Penelope carries the plate of crackers to the table, serving first the guest of honor and proceeding on her way around the table. She waits for each small person to help himself and give the necessary "thank you." Conversation at the table is quite free and unrestrained and a student in psychology may gain much of the child's point of view by eating with him at the table. When all have finished each one clears his own place at the table, proceeds to the cloakroom, dons his wraps and is ready for an extra hour of out-door play. Swings, teeter-totters, sand-bags, rings furnish opportunity for muscle development. Some ring game as "Ring-around-the-Rosy," proves interesting to those in whom the social instinct is most evident.

At 11:30, Father or Mother again appears on the scene and our little "study" speeds home for dinner. After the children have left visitors may come forward with questions—as they have had no opportunity before. Such questions as, "How is it they all work so contentedly and peacefully?" The answer may be—plenty of interesting material, standards of right and wrong set up by the group itself which will cause a child to do the right thing—where persuasion by adult seems to fail. "Traditions are carried on by the student body only" and the pre-school group is no exception. Obedience then is secured, too, by giving the child the chance to take a choice,

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"News"

Artificial Feeding

ELIZABETH OLDHAM

NUTRITION is the most important factor in the rearing of infants. The largest part of the immense mortality of the first year of life is traced directly to lack of knowledge of certain physiological laws regarding the requirements of the growing organism. The elements of food needed in infancy and childhood are the same as those in adult life except that the quantities are vastly different.

The aims in feeding a normal baby are to secure a normal development of the infant and a progressive gain in weight, to develop the infant's digestive system and to keep him free from indigestion.

Infants have individual characteristics which have to be considered. Thus the pediatricians of today are using quite varied formulae in infant feeding, many of them very different in nature from those employed a few years ago. Yet each has the ultimate purpose of securing a normal development and a healthy child.

Joseph Garland, of the Boston Medical School, advocates the universal use of cod liver oil in this climate and under present conditions of life. It is valuable because of its vitamin A content and can be given in small amounts. As a preventive and cure for rickets it is second only to the direct rays of the sun or ultra violet radiation. These precautions against rickets must be taken especially in the case of prematurely born infants. Calcium and phosphorus are stored late in pregnancy and children born prematurely are deprived of a considerable amount, which must be supplied. The amount of milk which passes daily thru a premature infant from the mother's milk corresponds to the amount needed for its maintenance. Anaemia is a disease found commonly in premature infants, twins or infants of anaemic mothers. Normal infants are born with a reserve supply of iron stored in the liver—which is drawn upon to supplement the iron in food. This supply is gradually diminished and reaches the lowest point just before the time the animal is ready to take solid food. This store of iron is also made during the last months of pregnancy. Where this store is deficient it is necessary to add iron to the food. It has been the practice for the last few years of many pediatricians to begin a mixed diet of cereal, fruit juice, egg and vegetables at a very early age, often the fifth or sixth month. Finely strained spinach is less likely to upset the infant's digestion than vegetables which contain more starch, such as carrots and peas. Hess gives beef juice as it contains a moderate amount of pigment and iron, as it is well utilized by the organism. Infants with insufficient iron in the system may be given soft boiled egg yolk mixed with milk or saccharated oxide of iron or spinach water as early as one month of age. Saccharated oxide of iron is best given in powdered form, a pinch three times a day mixed with milk or orange juice.

Egg yolk contains the largest amount of iron and is considered best by Hill as it contains pigment in large quantity. It is anti-rachitic, easy to digest and has a not inconsiderable caloric value. To vary

the diet other foods, rich in iron, can be used, but a little spinach goes a long way. A baby 9 to 12 months old should not have more than one tablespoonful daily.

Recent clinical results of Hess and Matzner with mixtures of milk, lemon juice, sucrose and egg yolk were satisfactory, as the infants tolerated this mixture quite well, gained in weight and the muscles showed firmness. There were no manifestations of indigestion or of protein sensitization. Babies as young as three months were fed this mixture in the ratio of two-thirds milk to one-third egg yolk, vinegar and sucrose. The advantage of this simple formula is that it supplies both the antineuritic and antiscorbutic factors. More lemon juice can be added without causing digestive disturbances. It provides the additional fat soluble vitamin and iron. Lemon, orange or tomato juices can be added directly without producing curdling. Tomato juice is an excellent antiscorbutic food well adapted to infant feeding. By mixing 21 c.c. of lemon juice with 1 quart of milk, its buffer action is reduced and hydrogen ion concentration is increased. In this way the cow's milk is rendered more digestible and made to more nearly resemble human milk. The advantage of using lemon juice is the addition of the antiscorbutic factor. Egg yolk combined with lemon juice provides a food which compensates for the nutritional deficiencies of cow's milk and furnishes also antiscorbutic, anti-neuritic, fat soluble vitamins and iron.

Acid milk straightens out gastro-intestinal disturbances quickly. In well babies the change in formulas was infrequent. One mixture generally sufficed from four to six weeks before another raise from two to four ounces of vinegar milk was necessary. Vinegar milk compares favorably in such factors as economy, common usage, wise distribution and safety. One ounce of vinegar to fifteen ounces of cow's milk was given undiluted to children over two months; for children under two months it was diluted in oatmeal gruel.

Pediatricians who have watched babies thrive on cereal gruel agree when they say that one is struck with the vigor, sturdiness, turgor, well developed muscles, pinkish glow of the skin and rapid gain in weight. The cereal gruel and paste are foods of choice in many difficult feeding cases as it can be used for the sick and the well baby. They are economical and easily prepared. With additions of cod liver oil and orange juice such as would be used with any food for an artificially fed baby, they produce a condition of nutrition in many respects comparable to that in a properly breast fed baby.

For severe cases of malnutrition some specialists are advocating the use of corn syrup in combination with lactic acid milk. Marriatt's formula is 45 volumes of commercial corn syrup with 55 volumes of water.

Bee's honey, is one of the oldest and most widely distributed foods and has been used as a medicine from time immemorial. Honey favors absorption of fat

by yielding acids to be absorbed as such. Another advantage in using honey is its protein content, mainly derived from the pollen of the plants. It not only adds to the nutritive value, but in cases where the infant cannot digest casein or other milk protein it may become the only available source of nitrogenous food during a critical period. It is capable of sustaining life and building tissue. Honey contains only small amounts of mineral salts, but they are of great value to infants. This is especially true of the iron, of which human and cow's milk contain so little. Organic acids act as mild stimulants to the digestion and the increase in appetite seen in children fed on honey may be largely ascribed to this factor and possibly to the volatile oils. Children fed on pure honey can easily dispense with orange juice. Fresh honey has a decided laxative action, which it loses upon boiling. Fresh honey has a soothing effect upon infants. Fretful babies exhibit a remarkable change of temper after being put on honey. The tendency to fall asleep after feeding honey was noticeable. It can be successfully substituted for orange juice and cod liver oil. Honey is abundantly provided with the three accessory food factors which have such a predominant influence upon animal metabolism. Luttlinger found all three vitamins in 82% of the honeys examined, which induced him to discard all other sugars in infant feeding. One teaspoon of honey to eight ounces of barley water is given for summer diarrhea. Its rapid absorption prevents it from undergoing alcoholic fermentation and infants fed on honey rarely show signs of flatulence. One tablespoon of honey contains 100 calories and yields 1520 calories per pound.

Luttlinger now uses honey as a routine component of all formulas for substitute infant feeding. Wherever there is an indication for sugar, lactose or maltose, he invariably substituted honey and the results from 419 cases encouraged him to use and plead for the use of honey in infant feeding.

Experiments were tried to find the antiscorbutic capacity of different foods. Milk boiled ten minutes does not produce scorbutic infants. Year old unsweetened condensed milk sterilized at a high temperature produces scorbutics. Aging after sterilization clearly destroys the vitamins. Over 50 percent of infant scurvy is caused by milk rendered homogenous. Animals fed powdered milk die of scurvy in the same time as those fed sterilized milk. Orange, tomato and lemon juice should be given the artificially fed baby. These juices should be fresh because when left standing several days they will lose part of their antiscorbutic properties. Dry milk has been advocated for use when traveling, as it is sterile and keeps indefinitely. If flours are to be used, potato flour is advised. The starch should be converted to dextrin by roasting. The vitamin content is low and suffers from drying and roasting, but is better than other flours. No digestive disturbances are caused. It is slightly laxative, which may be an advantage.

The theory that the formula of a baby's

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Grade Crossing in Child Life

DR. THOMAS VANCE
Associate Professor of Psychology

IN THESE days of automobiles with the consequent faster life which they have brought the Stop-Look-Listen Signs at the grade crossings become of tremendous significance in the saving of life and limb. In the life of every child there are many grade crossings so to speak—places in his life where there is a need of Stop-Look-Listen signs to control his behavior.

I must confess at the very beginning that I am not going to tell much about the grade crossings as I am about the sign post. I am using the term, 'grade-crossing' as the name of those places in a child's life where his behavior needs to be changed in some way. At one time he needs to stop doing immediately the thing in which he is engaged; more frequently, his behavior needs to be changed only in part, some redirection is advisable. Again all that may be needed is encouragement to continue along the way that he has chosen. The parent is the logical as well as the natural sign post in these grade crossing situations or, perhaps better, forked-road situations, in which the child is sure to find himself again and again. Railroad companies and road commissioners are careful to erect the signs at the proper places. Failure to do so would mean an even greater toll of life and limb not to mention the financial responsibility which would have to be faced in case of accident. Because of ignorance and carelessness on the part of parents, in numbers which are appalling, the child has no assurance that warning or other informational signs will be placed along the mental, spiritual, and moral roads which he has to travel and, even more unfortunately, when he does find them scattered here and there the information which they bear is not always reliable. The responsibility, if disaster results, rests squarely upon the shoulders of parents and the damage suits are paid in bitter tears of disappointment that the child has not turned out well.

These guide posts which the parent may use if he knows about them and if he is interested enough in them, as he surely ought to be, are erected from an intimate first hand study of human nature such as psychology affords. There are a few rules of procedure growing out of a psychological study of child nature which should be of service in helping you change a child's behavior when such should be done. They might be called principles of rewards and punishments. They are principles which may be placed under four groups. The first two suggest changes which may need to be brought about in you as the parent; the last two have more direct reference to the child.

The first is, "Keep your job on your mind." And what is your job as a parent? Making every contribution that you can possibly make to the end that your child may develop into an adult fully equal to the tasks which he himself will have to do. To this end he needs to develop a high degree of self confidence and independence. He needs to be able to stand squarely upon his own feet when he becomes a man. With this sense of independence he must have due regard

Four essential factors in training are:

Keep your job on your mind.
Be consistent.
Reward rather than punish.
Use the best incentive that is available.

for the rights of others as well as a sympathetic attitude toward human kind in general. Anything which you are about to require of a child must be judged in the light of this objective. If it works toward this end, your demands are just and you must insist on the child obediently carrying out your wishes.

The second is, "Be consistent." Think of yourself, as you really are, as the child's first, and consequently most important, representative of law and order. Law, whether it is of man, of nature or of God, is consistent. The child should never have reason to expect that 'Mother will not count this time,' or 'she may forget,' or 'she may change her mind.' This is a very difficult rule to observe but there are one or two suggestions which may make it a bit easier. To develop the habit of thinking your problems thru rather than merely feeling them thru will save you many mistakes and consequent inconsistencies. You will frequently find that when you turn the searchlight of your own thinking upon the problem that the issue is in doubt. Maybe the child is in the right after all, or what he is doing may make no fundamental differences. Perhaps the demands which you were about to make were for your temporary convenience merely and might not square with your larger program for the child's life. Whenever you are uncertain as to what should be done, give the child the benefit of the doubt. Many times all that you need to do is simply to wait and the matter will clear up automatically. A certain mother, already dressed to go out for the evening, was hearing her small boy say his evening prayer. Much to her surprise he rushed through it pell-mell. Naturally she felt it her duty to remonstrate but it developed that the child was hurrying thru to help mother get off to her engagement sooner. All doubtful problems will not be settled as easily as this but in the interest of consistency it is better to let the problem pass by apparently unobserved than to attempt an unwise solution.

I consider these first two principles fundamental. The observance of the others are but means to the ends toward which we are striving.

Third, "Where possible, reward the child rather than punish." I have said, 'where possible' because I realize that this rule, like most rules, has limitations in its uses. To observe its spirit means that you are going to deal with your child positively rather than negatively. You are attempting to avoid the extreme reached by the mother about whom we have all heard who sent James out to see what little brother Johnny was doing with instructions to tell him not to do it. When the noise of free and innocent play

begins to get on your nerves you are not going to say, "Do stop that noise, you are driving me crazy!", rather you are going to say, "I noticed that the violets were coming out down in the grove yesterday, when I was looking for dandelion greens. I wonder if you would not like to go and gather some." And when they joyously respond to your suggestion you will not fail to show your unstinted approval. How much better this method is than to punish them for not stopping the noise. Punishment when effective tends to break the spirit. A dog that has been habitually whipped crawls on his belly or goes about with his tail between his legs.

You will, of course, have to punish now and then. Bad habits have grown up in spite of you and certain instincts for which you are not responsible will have to be checked or considerably modified. Punishment of the right sort, properly directed, will bring about these changes very effectively.

Fourth, "Use the best incentive that is available." The incentive or motive is bound to be a reward or a punishment of some kind. There are several suggestions that will help you in the selection of the best.

For instance, everything being equal, the reward or the punishment should be natural or, at least, the logical outcome of the behavior with which you are linking it up. When the small child is advised not to play with the knife and does so in spite of the advice and cuts his finger, the sequence of events seems natural enough. When he is told to share his toys with his little visitor and does not follow the suggestion of mother, he is quick to see the significance if mother takes the toys away from him. The child has no tendency to question the justice of a punishment which is the natural outcome of his misbehavior. This rule, again, has its limitations. One cannot follow nature throughout. Nature's punishments are always of this character, but frequently they are too costly. The person does not live to profit by the punishment.

The application of this fourth principle means, further, that you will more and more appeal to altruistic motives rather than to selfish ones. Mother's pleasure ought soon to be a greater reward than a stick of candy. As development goes on the good of the greatest number should be a stronger reason for right conduct than mother's happiness if the two should unfortunately conflict.

Again if you choose the best incentive you will choose a reward or a punishment that is constructive. That is to say, it will be of such a nature that it will not merely lead to the continuance or the avoidance of the act with which you are associating it, but it will be worth while in itself. Sending a child to bed for some naughtiness is scarcely a constructive punishment as it tends to make unpleasant an act which under ordinary circumstances a child would like to do. To reward a child by giving him candy is to fix a habit which you may wish had not been established. To punish a child by making him stay indoors to help with the

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Strawberry Days

ARTHULA MERRITT

RIPE, red, luscious strawberries tempt the summer appetite and can be used in a variety of ways in desserts, salads and fruit drinks.

The berry season is a joy to every housewife, but as it is very short, they usually try to serve the fresh fruit from the vines while they may. Strawberries furnish some of our most delicious and easily prepared preserves when an abundant supply of them is available. The tendency of many housewives is to overlook the possibility of canning and of variety in dishes and they serve simple strawberries and cream or strawberry shortcake. When in reality, there are innumerable variations for serving strawberries.

With a freezer, one can make a delicious cream with only berries, a little sugar and the whites of eggs. Mash and sweeten berries and for each quart of berries allow the whites of three eggs. Place berries in the freezer with the unbeaten eggs. Freeze as for ice cream. To serve, pile lightly in sherbet glasses and garnish with the whole berries.

An easily prepared dessert is strawberry cup, which is very delicious and refreshing. The top is cut from as many oranges as you have people to serve, the pulp taken out and diced with a sharp

knife. Enough strawberries are quartered to make an amount about equal to the diced orange. Add a diced slice of pineapple and mix the fruit with enough sugar to taste, usually about one teaspoonful for each orange, and fill the orange cups. Serve very cold with a tablespoon of sweetened whipped cream.

For the luncheon or afternoon tea, strawberry salad is unusual and tempting. Chill fresh ripe strawberries and arrange on crisp lettuce leaves. Sprinkle broken nut meats and finely sliced celery over them and garnish the top with several circles of green pepper. Serve with French dressing or whipped cream flavored slightly with mayonnaise.

During the strawberry season there is no punch quite so tempting as that prepared from strawberries. It is easily made by mashing one quart of strawberries and adding the juice of three lemons. This is strained into cold syrup which is made by boiling one quart of water and one pint of sugar twenty minutes. Dilute with two quarts of water and turn into a jar, allowing it to stand for two hours on the ice. Garnishing with whole berries adds to the attractiveness of the drink. This amount will serve about 25 people.

As a garnish, strawberries always add an attractive, colorful touch to food. Whole strawberries dipped in fondant, white or colored, make unusual favors and can be served in nut cups or as tea candies.

Besides being a great factor in helping the housewife plan summer menus, berries serve an important function in the body, and are a valuable constituent of the diet. Like fruits, the water of the juice helps regulate body processes. The acids and lime salts are also of importance. However, the citric and malic acids are so pronounced in their composition that they cause distressing disturbances, commonly called "strawberry rash", among some people, and should then be avoided. Strawberries also appear to be relatively rich in Vitamin C, and are thus antiscorbutic. An interesting experiment was carried on with guinea pigs that were suffering with scurvy. After having been given ten cubic centimeters of strawberry juice for seven days, the symptoms disappeared. Previously, boiled strawberry juice had the same effect, showing the antiscorbutic potency of strawberries after cooking.

An Iowa Home

R. H. HOLBROOK

Engineering Extension Department

IOWA—what a magic word in these days of hot weather, cold weather, rains, showers and sunshine. A very common query of the present day is, "How are the crops coming along?" The answer is a variable one. All business is vitally interested in the fields of corn, wheat, oats, hay and potatoes, for it is from these that a large portion of Iowa's wealth is obtained. A land that produces one-seventh of the world's corn and one-tenth of the food products of the United States is an important one and that is what Iowa claims as her right. We do not grow everything in Iowa, but that is not possible in any land in the world. However, it is surprising to know that there are so many things grown and manufactured in this state. In order that we may not go along life's journey grossly ignorant it is my intention to build, equip and run a house with Iowa products as far as possible.

Starting with the location (dirt) we will survey it accurately with men who are graduates of Iowa State College; the cellar will be dug with shovels and utensils made in Fort Madison (if there are any stumps in the way they will be pulled by a machine made in Centerville); if the foundations be of stone, that material will come from any of a hundred or more places, but if the material be of cement it will come from Mason City or Des Moines. The foundation completed, the house proper may be constructed of wood, which will have to come from outside the state or from brick and tile, which is manufactured in Iowa.

The window and door frames may all be bought in many cities in Iowa, but in Dubuque and Clinton we will find the largest manufacturers of mill supplies in the world. Our gypsum plaster will come from Fort Dodge or Centerville.

The construction of the house is finished and ready for the paint and accessories. The paint is made in Burlington. The water will come from wells that have been supplied with pumps from Cedar Rapids or Fort Dodge. If it be a farm home and an automatic water supply under pressure is desired, we will go to Dubuque for an outfit. The lighting for an Iowa town home is furnished by electricity from one of the greatest cobwebs of wires of any state in the union. The heating for the house, if it be by warm air, will be from a furnace made in any number of Iowa towns, but if it be by steam or hot water, the furnace will be purchased in Cedar Rapids or Sioux City, the boilers and radiators will come from Burlington and the valves from Marshalltown. Lightning rods for the house and other buildings will come from Des Moines, Cedar Rapids or Brighton. The telephone and radio, such assets to the Iowa home, can be installed in a most satisfactory manner.

The lawn for the home will be prepared with seeds bought either in Clarinda, Shenandoah, Sioux City or Council Bluffs, as will our shrubs. Our fruit trees and evergreens will be obtainable from Charles City, Hampton, Center Point, and Osage.

The house and yard completed is now

ready to be furnished. Rugs will come from the School for the Blind at Vinton, most of the furniture bought will have been manufactured in Fort Madison, Burlington, Clinton or Cedar Rapids. The furniture not manufactured in Iowa may be secured from the largest furniture distributing house in the world, located at Burlington.

Breakfast, the first meal to be served in the newly completed home, will be served from dishes manufactured outside the state, because Iowa manufactures no crockery. "Quaker Oats" or "Three Minute Oats" will be ready to serve and with the addition of some real cream from our large herds of Jerseys, Holsteins, Guernseys, Ayrshires, Brown Swiss and possibly Shorthorns. The sugar used will come from Cedar Rapids (out of corn) or from Mason City or Belmont (if out of beet). Our wheat products will come from any of many mills in the state, while the cornmeal muffins or "Johnny cake" may possibly come originally from the Amana Colonies. If we are using syrup it will come from Cedar Rapids, Clinton or Keokuk, and if it really and truly is maple syrup, it will likely come from West Union.

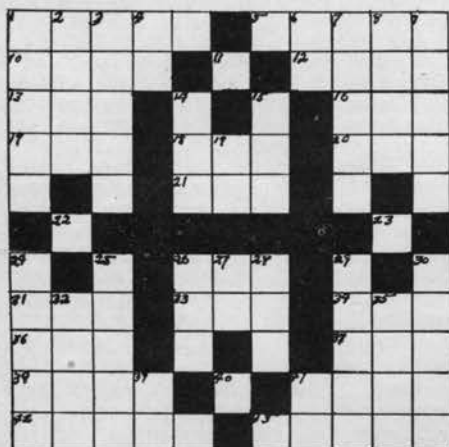
The early meal over, Mother puts on her street shoes, made in Keokuk, and an overcoat coming directly from the Sherman Woolen Mills of Des Moines, and starts on a morning marketing trip. "Junior" accompanies her, riding in a coaster wagon produced in Cedar Falls or Charles City. It is Mother's privilege

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GIRLS' 4-H CLUBS

4-H Club Work Is Glorifying the Iowa Club Girl



Mary McPherson of Polk county composed this clever cross word puzzle. Mary was the president of the State 4H club girl's organization in 1923. She has put all her experience in club work into this puzzle.

Here are the definitions:

Horizontal

1. One of the four H's.
5. A club contest based on memory.
10. Call letters for cleanliness. (letters mixed up).
11. Eighth letter of the alphabet.
12. Approved covering for foot.
13. This makes the floor of a girl's room spotless.
16. To possess, also the first word of type of club.
17. Wing of a building.
18. Anger—a state of mind in which club girls seldom indulge.
20. A rodent on which scientific experiments are tried.
21. Not old.
22. and 23. Same as 11 horizontal.
26. A cold pack necessity with which all girls are familiar, especially the girls who can.
31. Second person singular of the verb "to be."
33. An ostrich.
34. The part of one's self that all club girls keep hidden.
36. Neither.
37. Skill.
38. Bird signifying peace.
40. Same as 11 horizontal.
42. Part of a leaf.
43. What every girl strives to be plus the 15th letter of the alphabet.

Vertical

1. The place where club girls put their ideas into practice. (Plural.)
2. What club girls do without squealing (backwards.)
3. The fruit which is responsible for club girls' rosy cheeks.
4. Initials of the President of Iowa State College.
6. You and I.
7. The kind of a course that 750 girls and leaders attended at Ames during the holidays.

8. The state that leads all others in club work.
9. A literary or musical composition formed by selections from different authors or composers.
14. What club girls do without bragging.
15. What club girls learn to do in clothing clubs.
19. A prefix meaning to do again. (Club girls—finish their furniture.)
24. Another of the four H's. (Plural.)
26. Initials of Iowa State Girls' Club leader.
27. First person singular of verb "to be."
28. What the home furnishings club girls make from old rags.
29. Another of the four 4-H's. (Plural.)
30. "To Make the Best Better."
32. Underground part of a plant.
39. Construction of "them."
41. Electrical engineer. (Abr.)

THE DEMONSTRATION TEAM

Mrs. Edith Eaker.

THE uppermost thought in the minds of 4-H club girls and leaders from now until after the last county fair is over will be demonstrations. Not the individual demonstration that is such an important part of every 4-H club meeting, but the public team demonstration, for once each year every club chooses a team to demonstrate publicly the better home economics practices learned during the year. The purpose of this article is to set forth some of the essential factors of a good demonstration.

Choice of Team

Representing the club as a member of the demonstration team is one of the highest honors that can come to a club girl. Like all honors, it brings with it a real responsibility, so the choice of the team is important. A team member should be a girl with a good record, a girl who is not afraid to work, a girl who has good sportsmanship, and one who will truly live up to the club slogan, "To win without bragging and to lose without squealing", a girl who will be true to all the ideals of her club, a girl who has kept her health H bright so she is in condition to do her best.

One of the most popular methods is for the club to elect the team from the group having the best club records. The team is not chosen until late—some time in July. This prevents any temptation to overtrain a team of two girls at the sacrifice of the other members. A team demonstration should represent what all the club members have learned.

Choice of Subject

The subject for the team demonstration may and should be chosen early in the club year, and should be related to the main theme of the program for the year. It should be practical, broad, adapted to platform use and suitable to club age. A practical demonstration is one that helps solve real problems that arise in every

home. By broad is meant a subject big enough to hold the interest of the audience. For instance, making seams is a necessary part of garment making, but making "a seam" is too narrow a subject for platform demonstration. It could be introduced as one section of a demonstration on a broader subject, for instance, "The Making of a Corsetette". There is sometimes a danger in choosing too broad a subject; for instance, "Color and Line in Dress". Either color or line would be a big subject in itself, for time is limited and attempting to do too much makes a confused instead of a clear cut demonstration. "Adapted to platform use" means that a demonstration must not involve too much detailed work that cannot be seen by a large audience. For example, the use of machine attachments is a practical subject and broad enough to be interesting, but is poorly adapted to platform demonstration. To thoroughly enjoy a demonstration of this sort, all spectators should have a good view of the machine and should be near enough to see each operation clearly.

Subject Matter Organization

A real knowledge of the subject is the most vital factor to any demonstration. The best sources of subject matter are bulletins, training schools, textbooks and magazine articles. Care must be taken that all material used is authentic. In order to give a really good demonstration lasting thirty minutes, the girls should know enough to talk with enthusiasm for two hours. This prevents "starved" demonstrations.

Careful organization of subject matter is an essential. This is best accomplished by making an outline dividing your demonstration into three or four parts, being sure to put all the subject matter into the part in which it belongs. Every demonstration should begin with a good introduction and close with a careful summary. The introduction should include a few interesting facts about the local club, the reason for choice of demonstration and a setting forth in simple terms of the points to be demonstrated. The summary should go back over these same points. A simple rule for a good demonstration is: 1. Tell what you are going to do. 2. Do it. 3. Tell that you have done it. Outlining demonstrations seems to be the greatest difficulty to many. It is quite simple. For instance, a demonstration on a corsetette would naturally be divided somewhat as follows:

1. Hygienic reasons for wearing a corsetette.
2. Selection of material and pattern.
3. Cutting and fitting.
4. Correct seams, neck finishes, fasteners, attaching elastic.

Skill

As a demonstration involves not only telling what to do, but actually showing how to do it, skill is necessary. This

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With the Iowa State Home Economics Association

High School and College Clubs

Des Moines, Dubuque and Sioux City High Schools are each starting Home Economics Clubs and have sent in reports of progress. Other clubs may have started, but no reports have been received of their activities. We will be glad to have reports from all Home Economics Clubs in High Schools and Colleges in Iowa and other states so that we may print them in the Homemaker. By this exchange of ideas we can strengthen our work.

East Des Moines High School Home Economics Club

Reported by Mrs. Delva E. Hall, Faculty Advisor.

The Home Economics Club at East High School in Des Moines met for the first time Thursday, March 5. Twenty-nine girls attended this meeting and twenty-two others who are eligible sent their names, stating they wished to become members. It is very difficult to find a time for meetings suitable for all, because of our present double session plan.

The following officers were elected at this meeting: Marjorie Fredrick, president; Winifred Cram, vice-president, and Margaret Hopkins, secretary-treasurer.

It was decided the club should meet twice each month, but a special meeting was called to appoint committees for organization of constitution, etc.

We expect to appoint a reporter for publicity to cooperate with the extension committee and the State Home Economics publication, The Homemaker.

Dubuque High School Home Economics Club

Reported by Fay Mack, Supervisor of Home Economics.

We are beginners in our Home Economics club, because we have only been organized and working as a club since our last Christmas vacation. We also feel like pioneers, for we have not succeeded in getting any information from clubs that are organized in High Schools in this state.

The purpose of our club is to promote interest in Home Economics in the High School and to bring a closer relationship between the home and the school in the work. We are attempting to accomplish this by having some social meetings as well as interesting educational meetings, to which others than members of the association are invited.

Our first meeting was a party given by the older girls to the new girls who entered High School this semester. The purpose was to help the new girls get acquainted and to show the older girls how to be hostesses, at our next meeting we had a milliner from one of the city shops give a talk about hats—particularly the essential points in selecting hats. The next meeting was a demonstration of how to set the table, given by girls from a cooking class which had been serving dinners. At our last meeting we were able to obtain slides from the American Art Association showing hanging of pictures and "wall decorations." One of the students read the lecture accompanying the slides. It proved to be of such interest that it was given one evening before a small art club of the city. Our next plan

is to have an out-of-town speaker, if possible, for one of our meetings, and as soon as the weather is favorable we will have a picnic. This coming Saturday the school is to have a carnival and the club is making and selling candy to obtain some needed money. So far their capital has consisted merely of dues, which amounts to the small sum of 25 cents a member. We are attempting to have variety in our meetings to stimulate interest.

We have both active and associate members in the club. Those who are taking Home Economics at the present time are active members and have the right to vote, and those who have taken it at any time may become associate members. We expect to have a few honorary members, consisting of women in the town who are especially interested in Home Economics.

As we grow in numbers and our funds increase we hope to be able to accomplish some philanthropic work. We already have made clothing in our classes for the babies at the Baby Fold, an orphanage, and we think here we can no doubt adopt some one child to belong to our club and keep that child completely clothed. If our funds swell sufficiently, we will add to our list helping keep some worthy girl in High School.

Our officers in the club consist of president, vice-president, secretary, treasurer and reporter to the school paper. The students have drawn up a constitution, a copy of which has been filed with the principal.

We expect to continue our meetings twice a month and thus far the girls have been very enthusiastic and interested and believe our club has every prospect for progress and growth under the control and help of one of the teachers, who is appointed by the supervisor.

CONSTITUTION FOR DUBUQUE HIGH SCHOOL HOME ECONOMICS CLUB

Article 1—Name

The name of this organization shall be Dubuque Senior High School Home Economics Club.

Article 2—Object.

Section 1: The object of this organization shall be to further interest in Home Economics in the Dubuque Senior High School.

Section 2: To form a connecting link between the home and the school.

Section 3: To train young women to be active and efficient leaders.

Section 4: To furnish an opportunity through organization for social life, such as programs, social gatherings, and to stimulate cooperation with other school organizations.

Article 3—Membership.

Section 1: Active members shall be those girls who are enrolled in Home Economics.

Section 2: Associate members shall be those girls who have taken Home Economics.

Section 3: Honorary membership shall be conferred upon faculty members in Home Economics or persons outside of

school who show unusual interest in Home Economics.

Article 4—Dues.

Section 1: The dues shall be twenty-five cents a semester.

Section 2: A fine of five (5) cents will be exacted for unexcused absences.

Article 5—Place of Meeting.

Section 1: Meetings shall be held every second Monday at 4:00 p. m. in the High School building.

Article 6—Officers.

Section 1: The officers shall be a president, vice-president and secretary-treasurer, who shall serve for one semester.

Section 2: Officers shall be elected by secret ballot at the last regular meeting in January and the first regular meeting in June.

Section 3: The president shall be an active senior.

Section 4: The vice-president shall have the same requirements as the president.

Section 5: The secretary-treasurer shall be a member of either freshman, sophomore or junior class, and may be either an active or an associate member.

Section 6: Selection of Advisor:

Advisor to be appointed by Supervisor to serve one year, subject to reappointment.

Section 7: Duties of Advisor:

1. Assist in appointing committees.

2. Be ex-officio member of all committees.

3. Advise officers of the club and perform all other duties usually incident to the office.

4. Advisor should always be present at meetings or appoint someone to take her place.

Article 7—Duties of Officers.

Section 1: It shall be the duty of the president to preside at all meetings, preserve order and demand obedience to all rules. She shall appoint committees and shall be a member ex-officio. She shall call special meetings, authorize the disbursement of all monies and perform all other duties usually incident to the office.

Section 2: It shall be the duty of the vice-president to assist the president in all her duties and to preside in her absence.

Section 3: It shall be the duty of the secretary-treasurer to keep a written record of all regular meetings and a complete record of membership and to call the roll at each meeting.

Section 4: It shall be the duty of the secretary-treasurer to take charge of and keep records of all money of the club and to pay out the same only upon an order signed by the president. She shall submit a report at every second meeting of the club and hand in a written report at the end of each semester to the advisor.

Article 8—Procedure of Meetings.

Section 1: The order of business shall be as follows:

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Who's There and Where

By Kathryn McCarney



Vera Craig as Private Dietitian

"When I decided upon dietetics I never knew that such a position awaited me as the one I hold at present.

"I am having a real experience along with my work. Mrs. _____ is a diabetic and was under Dr. Sansum's care and treatment at Santa Barbara. As she wanted to come here to her summer home and yet wanted her treatment continued, it was suggested that she have a dietitian and I was the one who was fortunate.

"I write out her diets and order them; they have a chef who does all the cooking. Then, just before meal time, I weigh her food. I also take care of her insulin and adjust the dose according to the tests that I make every morning. The adjusting of the insulin is a new problem to me, as the doctors always cared for it in the hospital, but so far I have gotten along very well with it. . . ." so writes Velma Craig, '24, who took her training at the hospital in Santa Barbara, Calif., from Newport, R. I.

Master's Degree from Columbia

Among the list of those receiving their Master of Arts degree from Columbia University this spring there are the following Ames people: Emma Adel Baie, Sue C. Blundell, Frances Johnson, Lillis I. Knappnberger, Edna E. Walls and Helen Wilson. Mrs. Alma H. Jones received her Master of Science degree.

Raising Poultry

Mrs. Kate McNeil Wells, '83, has established a poultry farm near Gallatin, Tenn. She was formerly on the staff of the University of Tennessee.

Mrs. Mildred Noll Wagner of Clinton visited on the campus on June 8, enroute to Lake Okoboji. She was accompanied by her small daughter, Joan.

Taking Summer Work

Daisy Countryman, '23, who has been head of the Home Economics Department at Des Moines University the past year, is taking advanced work in nutrition in summer school.

Engagements and Marriages

The engagement of Dorothy Beam, '23, and Kenneth W. Moore, '24, has been announced. The wedding will take place on July 3. They will live in Des Moines, where Mr. Moore is associated with the Northwestern Bell Telephone company.

Constance Swartz, '21, who has been in the insurance business in San Francisco, now is connected with the Equitable Life Insurance company in Des Moines.

Miss Ruth Pohlman, '22, who for the past year has been a member of the Home Economics faculty, and Wallace McKee, '22, were married on June 15 at Nashua, Iowa. They will be at home in Chicago, Ill.

The marriage of Charlotte Slayton to Theron D. Houghtaling of Miami, Fla., has been announced. Mr. and Mrs. Houghtaling and the parents of the bride will tour Europe this summer.

Early in June, at the St. Rose of Lima Church in Denison, Iowa, Bernice Kinney, '21, became the bride of T. L. Mullen of Dunlap, Iowa.

On June 16, at the home of Mr. and Mrs. George Hamilton in Des Moines, their daughter, Helen, '25, was married to G. A. Nelson, E. E. '23. They will reside in Sioux Falls, S. D.

The Pi Beta Phi sorority house was the setting for the wedding on June 17 of Miss Lydia Armstrong, '25, and Chevalier V. Adams, Ex-'23. They will make their home in Emmetsburg, Iowa.

On June 20 occurred the marriage of Miss Ruth Prall, '24, to Harvey S. Bates, '24. Mr. and Mrs. Bates will live in Davenport, where Mr. Bates is connected with the Davenport Bonding Company.

Miss Edith Wallis, '22, and Corliss Kinney, '22, were married at the home of the bride on June 13. They will live in Salt Lake City, Utah, where Mr. Kinney is a professor in the University of Utah.

On June 15, Miss Viola Jammer, '25, and Mr. E. S. Larson, '24, were married in the Congregational Church in Ames. They left that evening for Arkansas, where they will make their home.

On June 10, in the First Presbyterian Church in New York City, occurred the marriage of Miss Eda Lord Murphy, formerly of the faculty, to Mr. Benjamin Demarest of New York. Mr. and Mrs. Demarest spent a part of their wedding trip in Ames, visiting with friends. They will make their home in Montclair, N. J.

Miss Ellen Boyden and Herschel K. Bennett were married at the home of the bride early in June. They will be at home after July 1 at Belle Plaine, Iowa.

Josephine Wylie, '21, and Genevieve Callahan, '21, are both located in Des Moines, Josephine with Wallace's Farmer and Genevieve as household editor of "Home and Garden".

Internship at Iowa City

Miss Clarissa Clark, '12, for several years a member of the Bacteriology faculty, became the bride of Mr. Clair S. Linton of Iowa City on June 14, at the home of Mr. and Mrs. Young in Albion, Iowa. They will reside in Iowa City, where they will both do graduate work in bacteriology at the State University of Iowa.

The marriage of Miss Maude Hoke, '22, and Mr. N. J. Beaber of Kalamazoo, Mich., has been announced. They will make their home in Ames, where the groom is doing graduate work in chemistry.

Miss Marie Greer, '23, and DeWitt H. Smith were married at the home of the bride on June 9. They will live at Marion, Iowa, where Mr. Smith is an attorney.

Commencement Guests

Miss Busse says, "I was busy signing the first list of grade sheets when in walked a galaxy of girls, all evidently having the best time. They were irresistible—Constance Swartz, who has been selling insurance in San Francisco, but who now has an office with the Equitable Life in Des Moines. We see Josephine Wiley, who is with Wallace's Farmer in Des Moines, oftener, and Genevieve Callahan, who is household editor for "Home and Garden". Margaret Rutherford was a fourth member of that group, and is at home working in a bank and staying with her mother while her younger sister, Katherine, is here in college."

Miss Angeline McKinley, '02, secretary of the Y. W. C. A. sailed in June for a tour of Europe. She will return in time for the opening of school in the fall.

Miss Ruth Dewey, I. S. '16, will teach mathematics at Western College for Women at Oxford, Ohio, next year.

We have learned of the death on June 12 of Mildred Torrence Smith, '18, wife of R. C. Smith, '17, at Gainsboro, Saskatchewan, Canada.

Mary Lawton, '25, who has been given a nutrition internship at Iowa City in the department of nutrition, will start work for her Master's degree July 1. Vivian Moe, '23, who has had the internship this year, expects to get her Master's degree in June.

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ARE YOU GOING?

Have you thought whether or not you could manage a trip to San Francisco for the annual meeting of the American Home Economics Association, August 1 to 6? If you could realize what such a meeting can mean to you personally and professionally, you would make every effort possible to be there.

Such a meeting brings unexpected joy in meeting old friends whom you have known while studying or working in various places. It also brings a special inspiration thru the opportunity to see and meet women from all parts of the country with whose names you have been familiar in a professional way; women who have written the textbooks you have studied and used, and the women who have done and are doing outstanding pieces of work in Home Economics and allied fields of work.

A full page might be written on the pleasure, not to mention the value, of attending a meeting of the American Home Economics Association. To attend this meeting is a big personal and professional opportunity, a worthwhile investment.

THE HEALTH IDEAL

"Health, the quality of life which renders the individual fit to live most and serve best."

Indeed the above statement applies much about the business of living but how few of us think of health as such a determining factor for well being and happiness. Gradually we are all coming to realize the predominating necessity of the age for physical fitness.

Christ said that our body is the "temple of the soul." This doctrine demands that our body be well taken care of, not from selfish motives but to make it fit for the great command—to serve.

The health situation in America has greatly improved in the last twenty years. In 1922 there were 515,000 fewer deaths than in 1900-1903. This remarkable advancement can be attributed to five things:

improved conditions in sanitation, medical practice, individual interest, personal hygiene and economic prosperity. People are taking advantage of the privilege of being immunized against common communicable diseases. Prevention against smallpox has become so wide spread that one large city has an immense poster in its union station which lauds it as "the most vaccinated city in the United States" because during a recent epidemic practically every one was vaccinated. That is as it should be. With the continuous advancement of preventative medicine such signs will symbolize not only assurance of prevention against smallpox but other communicable diseases as well.

The appalling situation existing in the United States as to the prevalence of social disease among children of high school age is due to a large degree to the failure of parents and school administrations to furnish the necessary knowledge for protection against such dangers. Just how to meet this great need for straight untainted knowledge is a problem for parents, educators, and medical men. All are agreed that the information should not be given with a desire to frighten but rather to create a desire for the formation of habits of right living and a gradual growth of community responsibility. The importance of providing suitable, entertaining recreation, and proper adult companionship should not be overlooked. This, combined with scientific information regarding the potent facts of life and human relationship, is the greatest need of youth.

Many diseases today are due to indulgent living—over-eating and under-eating of faulty diet, over-working and over-playing. This situation is regarded as serious because it is not only dangerous to the present generation but also to the generations to come. For the mother to remember that correct food habits should be instilled in her child at six months rather than at 16 years may bring her the unceasing gratitude of her offspring.

The health ideal should be a positive one—one in which right living and thinking are the predominating factors; not waiting for the ache or pain to consult an authority about health but rather a continuous striving to live the type of life which will cause the present generations to possess health—to have happiness—to be fit to serve most and best.

TRAINING

"Hard work—manual labor, plenty of sleep, simple food." Those are the orders issued by the athletic trainer to his men who will be back for work next year. Red Grange is following the orders by carrying ice and others are doing various kinds of real labor to keep fit.

The athlete's sister is not to be out shown—tho her orders are hardly identical. College girls from all over the country are putting to test their newly acquired knowledge. Some have joined the crew of office workers, others are selling wide varieties of useful and useless things. Others, a large group, eager for adventure, pleasure and the forgetting of school dash off to summer resorts all over the country—"Slingin' hash with the cheap help"—"Making salad for the elite"—or "smoothing the sheets" for small financial returns but excellent training—to say nothing of the fun tucked in on the side.

The less adventurous sister with more domestic inclinations coyly accepts her friend's compliment about her attractive frock with, "I made it myself."

ETERNAL



QUESTION

Floor Finishes

Can you furnish us with any information concerning floor finishes for foods laboratories?

The treatment of a floor depends upon the kind of wood. Any floor should first of all be sanded and free from spots. A floor with a hard finish, such as maple, may be treated in one of two ways. It should be given an oil stain, and then a coat of any standard spar varnish, such as accepted by a good architect's specifications, or if a natural color is desired, two coats of spar varnish may be applied. It is more pleasing if stained, but the wood is so hard that even if the stain is allowed to dry for 24 hours, it will finally wear off unless the varnish which covers it is renewed frequently.

For oak floors or a loose grain wood a paste filler that is mixed with a stain of the desired color should first be applied, then finish floor with a spar varnish. In this way it will be possible to put on the stain and filler with one application. A soft brown that has been greyed is preferable to a warm brown. I mix a little Prussian blue with any brown floor stain, since this greys the color. A floor with a spar varnish is easily kept clean, but the varnish needs to be renewed before it is worn thru or the floor will show white spots where the stain has been worn off.

For pine floors apply the oil stain made of linseed oil and turpentine, and then finish with a spar varnish.

We have found that linoleum that is cemented to the floor, and placed under the quarter round, gives fine results. We treat linoleum with a spar varnish, since this preserves its wearing qualities.

Kitchen Table Tops

Can you give me some suggestions as to the price and best kinds of kitchen table tops?

The table top should be easy to clean and should not absorb grease readily. Porcelain enamel tops may be bought separately, ranging in price from about \$6.00 to \$12.00. A zinc top is very durable, easy to clean and is not expensive. The zinc should be put on carefully and no sharp edges left at the edges or corners. Such a table top, if put on well, will last for years.

A table with an unfinished wooden top will be easier to care for if it is waxed with paraffine. Shave the wax fine,

spread it around on the table top, melt it with a warm iron and rub as much of it as possible into the table top. For a few weeks, when hot water is used on the table, excess paraffine is drawn out, but when the excess is out there will be a good surface, which will be easy to clean and will not absorb grease.

Table oil cloth looks well on a table top, but is not durable and hot pans cannot be set down on it.

Curtain Materials

Will you furnish me with a list of material suitable for glass curtains and draperies.

For your glass curtains you may use dotted swiss, muslin, grenadine, scrim, marquisette, voile, organdie, pongee, silk gauze, sunfast gauze, theatrical gauze, silk Shaantung, cotton Shantung, figured and dotted filet net, plain filet net, case-ment net and Tuscan net.

For your draperies you may use plain and figured chintz, English glazed figured or plain chintz, hand blocked cretonne, machine printed cretonne, sateen, denim, Monk's cloth, poplin, rep, sunfast gingham, English prints, burlap, Japanese crepe, plain linen, hand blocked linen, machine printed linen, damask, silk poplin, silk taffeta, silk velour and silk monk's cloth.

Decorative Stitches

Where can I obtain information about simple decorations for children's clothes and undergarments?

You can obtain two bulletins by writing to the Extension Department of Iowa State College, which will give you information on decorative stitches and also machine made finishes.

Jelly-Making

Please send me any information on jelly making that you have.

There is a great deal of material published in various books, but I think the best source of material, condensed and readily usable, is the jelly making bulletin published by the University of Illinois Press and edited by Dr. Nellie Godthwaite. I think a copy of it may be had for the asking.

Number of Tablespoons in Egg

How many tablespoons of liquid are there in an egg?

There are from three to six tablespoons in an egg, varying with the size of the egg.

Canning Beef

Please tell me what you have found to be the best method of handling beef to can in tin cans. Is it best to let it freeze?

The usual method for canning beef in the home can be followed in canning in tin cans. The problem is always one of complete sterilization and exclusion of air.

We have no reason to believe that it is necessary to freeze meat before canning if it has stood long enough to ripen to the desired flavor.

If you do not already have directions for the canning of meats, you may get these by writing to our Extension Department.

For Removing Fruit Stains

How can I remove fruit stains from white linen and cotton?

Borax will assist in removing a stubborn stain. Use Javelle solution and boiling water in equal quantities and immerse stained portion, allow to soak for a few minutes, then rinse thoroly in boiling water. This is best for peach stains if alcohol fails.

A recipe for making Javelle water appeared in the October number of the Homemaker, but in case you have mislaid your copy, I am repeating it again.

Dissolve one-half pound of chloride of lime in two quarts of cold water and one pound of washing soda in one quart of boiling water. Let both settle and pour off the clear liquid. Mix, let the moisture settle, strain through a cloth, pour into bottles, cork and keep in a dark place. For stain removal, dilute with an equal volume of cold water. Soak the article in this until the stain disappears, then rinse thoroughly in several clear waters and finally in diluted ammonia water. For whitening clothes, use from two to three tablespoonsful of the liquid in the water in which the clothes are boiled. Javelle water removes all color and should not be used on colored materials.

Toy Making in the Home

By MARGARET ERICKSON

"The gingham dog and the calico cat,
Side by side at the table sat"—

But it isn't always a gingham dog and a calico cat. It might be a little brown beaver board dog and a bright colored little cork cat, depending entirely upon the ingenuity and the tastes of the children.

Toy making in the home is a simple and economical process. Children like to have toys of many kinds and this is impossible in many of our homes if all the toys must be bought. It is possible, however, when the children can make their own toys very easily. This is helpful, not only from the expense standpoint, but from the fact that imagination and skill in manipulation are both developed.

You will probably wonder how a child can make a toy that will be substantial enough to play with. All one needs is a piece of beaver board, a coping saw, a few wire brads and a dab of paint and a very fascinating toy can be made.

The pattern is first traced on the beaver board and then it is cut out with the coping saw. (This coping saw is safe to use and easy to guide.) The edges are then filed smooth with sandpaper and the parts painted with water colors. When the paint is dry, the toy is put together with wire brads and is ready to participate in any event the child wishes it to.

These toys can be made with or without movable joints. If one desires a toy that will stand up, two bodies are made and pieces of beaver board the size of a nickel are placed between the two bodies and between the parts of the bodies where joints are wanted. This makes the toy wider and it will stand up readily. Any kind of an animal can be made from beaver board. But it isn't only animals—it might be a wagon or a bench or even a clothes hanger with a kewpie curl for the hook.

Beaver board is not the only material that is used in toy making. Cardboard is used in the same line of work, but is not as satisfactory. An entirely different type of toy is the cork toy. You'd be surprised to see some of the things that old corks can be made into. A very clever little horse—or shall I say pony—can be made by glueing two corks together and adding a string tail, toothpick legs and a paper head. Of course, the like ends of the corks must be together. The body of the horse may be painted any color with an opaque paint. Likewise, submarines, battleships, boats and even canoes can be made by cutting corks in half. They must be cut evenly so they will float. I have in mind a little blue ship made of corks. The railing around the deck was made of pins; a cabin of paper was put in and there was even a tiny American flag hoisted on the end of a toothpick flagpole. Combinations of beaver board and cork may be used. I remember seeing a merry-go-round which was made of beaver board and had little cork horses to ride on.

Clay modeling is perhaps known to every kindergarten pupil. The clay is inexpensive and clever little things can be made. Stories, such as the "Three Bears", can be illustrated by the children. How they would enjoy making the big bowl, the middle sized bowl and the little bowl and the bear family! This clay is easily

painted when dry. Attractive usable things can be made.

The children like to play "dress up". They are ever so many different kinds of people during the day! When they give their little "plays" they always need costumes. Newspapers are ideal for this, as the children can tear around all they please—especially if they are giving this little "play" in the haymow with pin admission. Nurses' costumes, peasant costumes, hued skirts and just everything can be made. Several comic sections basted together make a lovely Indian shawl, while the brown section of the Sunday paper cut in slits and pinned on a paper band could grace any Hula maiden in the circus.

Speaking of circuses reminds me of a circus wagon made from a holly box. There were little milk bottle tops for wheels and a red paper roof and bars. A little yellow cork tiger was the animal in the cage. Match boxes may also be used for wagons, furniture and even pianos. Oatmeal boxes with labels removed, painted and placed together make romantic old Spanish castles that any doll would love to be princess in.

Toys can be made of almost anything, it seems. The kiddies love them and why not let them make their own? They get so much more pleasure out of creating them themselves. All they need is the encouragement of their parents.

Many children, at Christmas time especially, come to their parents and tell about some poor little boys and girls in the hospital or orphan asylum who have no toys. That time is a wonderful opportunity to let your child do service for others. Let him make toys to bring to the hospital or asylum. It will not only aid in developing skill, but will also help in the building of character.

Harriet Wallace at Edgewood

Harriet Wallace '24 has moved from Mondamin to Edgewood, Iowa, where she will be an instructor in Home Economics.

Doris Preston '24, is teaching English and Mathematics in the high school at Winfield, Iowa.

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Hot Weather---Cool Food

By Louise Corsaut

AS HOT weather arrives it brings with it another phase of the ever present question, "What shall we have to eat?" Now we ask—What can we have that's cool and appetizing? Ice creams and ices are easily prepared and if packed well can be prepared ahead of time and are ready to serve when we need them. For breakfast in hot weather try ripe fruit, either alone or combined, sweetened and chilled in the freezer, without using the beaters. Surround the can with one part salt and three parts ice and let stand about an hour. Berries, for example, may be sprinkled with powdered sugar, mashed to fine pulp, chilled in the freezer and served with cream. This may be served for breakfast or as dessert.

Other desserts which add variety and attractiveness to the summer menu are:

Bisque Glace

Yolks of 8 eggs
1 qt. whipping cream
½ lb. sugar
Vanilla

Beat the egg yolks, add the sugar and vanilla. Whip a quart of rich sweet cream until light and add egg and sugar to mixture. Pour into mould or box with a cover, putting a piece of paper over mould before putting on the lid to make the box as tight as possible. Pack this in a pan with very fine ice (using plenty of salt). Cover with a thick cloth and let stand three hours, when it should come out perfectly frozen.

Grape Tapioca

1 c. tapioca
1 qt. grape juice
½ c. sugar
2 eggs
1 tsp. vanilla

Soak tapioca in cold water over night. In the morning put the grape juice and tapioca into a double boiler and cook

until clear. Beat the egg yolks and sugar together until light; beat the whites to a soft froth and add to the yolks. Add this to the tapioca and cook for a minute. Remove from fire, add vanilla and pour into wet mould. Chill. Serve with whipped cream.

Ceylon Ice With Gelatin

1 qt. water
2 c. sugar
2 cloves
1 tbs. gelatin
¼ tsp. cinnamon
Juice of 1 lemon
Grated rind of 1 lemon
1 qt. raspberries or other small fruit

Boil the water, sugar, cloves, cinnamon and lemon rind for ten minutes. Add the gelatin, which has been soaked in cold water, and strain the mixture over the raspberries. Add lemon juice and mash. Strain and freeze until of the desired consistency.

Frozen Compote

1 pt. boiling water
1 c. sugar
¼ c. karo
1 shredded orange
1 c. shredded pineapple
1 c. mashed strawberries
1 large banana, mashed
Juice of 1 lemon

Dissolve the sugar in water and add karo. Pour over fruit and freeze as ice cream.

Ices which are merely water flavored with fruit juices, sweetened to taste and frozen as ice cream with undiluted fruit juice mixture made the same way offer a pleasing variety to the meals. These may be served with the meat course at a dinner or luncheon or as dessert.

The hostess for the afternoon party must find some substitute for the conventional tea to refresh her guests. There are many cool, easily prepared fruit drinks which, when served with wafers or dainty sandwiches, make a most attractive party refreshment. Some possibilities are:

Drinks

1 pt. boiling water
½ c. crushed mint
3 tsp. tea
1 c. pineapple
Juice of 1 can of pineapple
Juice of 1 lemon

Pour water over the tea and crushed mint leaves, steep, strain and sweeten to taste. When cool add the fruit and chill.

Currant Cooler

Infuse tea as above. Whip a glass of jelly, add a pint of boiling water and stir until dissolved. Add this to the juice of two oranges, and a sugar sirup to the infused tea.

Lemonade

Lemonade may be quickly made from lemon sirup prepared and kept ready for use. To make the sirup, dissolve 1½ cups of sugar in a little hot water and, when cold, add lemon juice. Put in jar and set in cold place. When needed add the sirup to water until desired acidity is obtained. Variations may be had by substitution of dissolved jelly, ginger ale, grape juice or carbonated water for part of the water.

Sandwich suggestions for the party are:

Rolled Sandwiches

Take a fresh loaf of bread, wrap in a cloth rung out of cold water, then in a dry cloth and set away for several hours. Remove crust; cut in thin slices. Spread with anchovy or checkea paste and roll the slices small to serve with salads.

Fudge Sandwiches

Make a chocolate fudge and beat until creamy. Spread this on whole wheat or graham bread, putting the slices together before the fudge hardens. If fudge hardens in pan, set it in hot water while spreading it. As these are very rich the sandwiches may be cut small.

Other suggestions for fillings are:

Swiss cheese and mustard.
Cream cheese and orange marmalade.
Chopped dates, figs, raisins moistened with lemon juice.
Minced chicken with mayonnaise or celery.

Minced ham and mustard.
Mayonnaise and shredded lettuce or water cress.

Neufchatel cheese with finely minced orange peel and preserved ginger.

The salad to serve for the party or family meal is always a burning subject in hot weather. But with the coming of fresh vegetables and fruits there is a greater variety. Stuffed tomatoes—stuffed with either chopped chicken, celery or vegetable combination and served with mayonnaise, French or sour cream dressing always make a delicious salad.

A combination vegetable salad is very refreshing and easily prepared.

Other suggestions are:

Cucumber Salad

Grate enough cucumber to fill one cup. Add 1 tablespoon vinegar and pinch of salt. Dissolve a package of lemon gelatin in a pint of boiling water. When cool and beginning to thicken add the cucumber mixture and press through sieve. Add a drop or two of green coloring and turn into molds or shallow pan. When firm serve on sliced cucumber or lettuce leaf.

Fruit Salad

Mix 1-4 cup nut meats, 1-4 cup celery, 1 cup finely chopped fruit and 1 tablespoon chopped preserved ginger with boiled dressing in which fruit juice has been substituted for vinegar and whipped cream has been added. Marshmallows or gum drops may also be added.

Fresh fruits and vegetables are so plentiful and are so delicious used uncooked the housewife may easily eliminate much of the problem of "What shall we eat" by serving as many as possible in frozen dishes or salads.

The Demonstration Team

(Continued from Page 6)

comes only thru real and repeated practice. It is not difficult to attend to two things at once, so it is better practice for the girl who is actually doing the work to do the talking. The other team member assists her in every possible way, doing so in a quiet, unobtrusive way.

Team Work

Good team work means that the girls work together smoothly, helping one another in turn. The assistant should be always watchful to see that necessary material and equipment are on hand when needed. The work should be so carefully

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planned that neither girl has long idle periods. Team members must be resourceful. Unforeseen things sometimes happen. The girl who really knows her subject and is on the alert can fill in the break.

Good illustrative material adds much to a demonstration. It holds the interest of the audience and helps clinch points. A little material carefully chosen and to the point is better than a great deal poorly chosen and poorly used. All illustrative material, posters, charts, etc., should be large enough to be easily seen by everyone in the audience.

Personal Appearance

The personal appearance of the team is important. The girl should be dressed appropriately (a club uniform neatly pressed always looks right), carefully groomed, and, of course, have good posture. The platform arrangement should be attractive and it should be kept neat.

Too much care cannot be given to see that the girls use good English, that they enunciate well and speak loudly enough to be heard.

Last, but not least, comes salesmanship—in other words, making the audience believe in the practice demonstrated, making them eager to go home and try it. Of course, a girl must believe in a thing herself before she can make others believe. She must present her work with enthusiasm, with sparkle and dignity. There is no royal road to a good demonstration. It means much study and much practice, but it is worth while. Public demonstrations do much to acquaint the public with what the 4-H club girls are doing. They help establish better home economics practices in the community, but most of all they develop the girl. The team members gain real knowledge of the subject demonstrated, ability to work with others, and ease and poise in public appearance. Loveliest of all, they have caught a glimpse of the joy of service.

To the 4-H Club Girls of Iowa:

It is a real pleasure to send a personal greetings to 4-H club girls in Iowa. The reports of your work, which are forwarded to the national office, indicate that you are doing outstanding work in living up to the 4 H's of your club insignia in contributing appreciably to the comfort and happiness of your homes and in bringing honor to the 4-H club work of your state and nation.

May your good work be only the beginning of greater successes in 4-H club work.

Sincerely yours,

Gertrude L. Warren,

United States Department of Agriculture.

With the Iowa State Home Economics Association

(Continued from Page 7)

a. President shall call the meeting to order at 4:00 p. m.

b. The minutes shall then be read by the secretary-treasurer.

c. The old business shall be disposed of.

d. New business shall be brought up.

e. Turned over to Program or Social Committee.

Article 9—Committees.

Section 1: The president shall appoint all committees with the help of the advisor.

Article 10—Activities.

Section 1: The regular program for a meeting may consist of music, recitations, talks, essays, debates, etc. The public may be invited.

Section 2: The club may arrange for joint meetings with other clubs, annual picnics, trips to places of Home Economics and similar activities.

Article 11—Amendments.

Section 1: This constitution may be amended by a two-thirds vote of the membership.

Article 12—By-Laws.

Section 1: Such by-laws as are necessary for the work and development of the club in harmony with the spirit and purpose of this constitution may be adopted by the club at any time.

State Teachers College

Laura Ridge, Corresponding Secretary.

We are glad to send a report of the activities of our club and hope that this report will help some of the newer clubs in the state.

At Christmas the girls of the club made candy to pay for their page in the Old Gold and at the present time the girls are taking subscriptions for McCall's Magazine.

In the near future the girls are planning on entertaining the two-year girls at a tea in the Home Economics Cottage.

At present we have twenty-five members. Our officers are elected at the beginning of each term, thus giving each girl an equal chance and arousing more interest in the work.

Our meetings are usually held in the cottage, but at other times Miss Anne Liggett, the head of our department, opens her home to the girls, which everyone enjoys immensely.

We have very interesting meetings. Some are just business meetings and others are entertaining as well as educational. At our last meeting Miss Myrtle Gunselman, one of our instructors, gave an interesting talk on "Weak Points in Teaching Home Economics as I Have Experienced Them".

Des Moines College

Daisy Leora Countryman, Head of Home Economics Department.

The Home Economics Club at Des Moines College as a group visited the Rolins Hosiery Mills and also the State Legislature. Different girls are to make trips to points of interest and make reports at the next meeting of the club. We are going to have lectures on child care; making layettes for a home; put on a play; have open house and have a special initiation for new members. Each girl who goes out to teach is going to make a special effort to interest one or two girls in coming to the University Home Economics department. A special effort is made to have work in parliamentary drill at each meeting so that all of the girls have an opportunity to train for office.

State Home Economics Committee Meets

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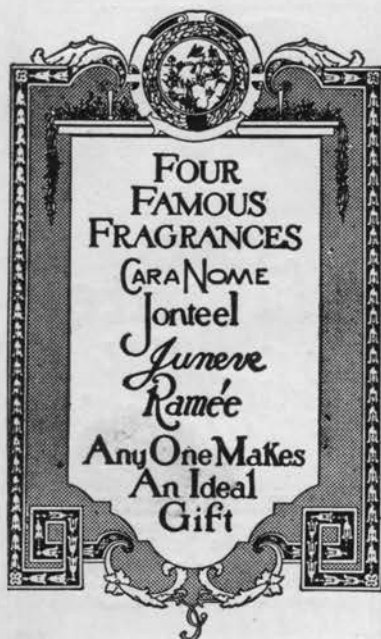
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met May 11, and a tentative program was suggested by the chairman, Genevieve A. Callahan. Other members of the committee present were: Fern Stover, Mrs. Beulah Schenk, Anna Olsen and Josephine Wylie of the publicity committee.

Miss Callahan has gone over the matter of the program for the annual meeting in November in a very thorough manner and it only remains to line up the various out-of-town people for the program.

The keynote of the whole program is, as planned, "The American Home", including interesting features for the Homemaker, the Home Economics business woman and the Home Economics teacher.

PARTY SPIRIT

Thirza Hull

"A Brazil nut! That's what I am!" proudly stated a curly headed lad as he held his place card up to view. "How dare you say that I'm a peanut?"

"You are a peanut, Billy," returned another boy, sure of his convictions. "Just ask Mrs. Jones if you aren't."

The weeping Billy was led to his hostess, who alone could pass the final verdict. The hostess had by this time discovered her mistake in the choice of place cards. On each was a picture of a different variety of nut and the identification of the varieties was designed to furnish part of the afternoon's entertainment. And now here she was with a weeping child on her hands and her pleasant little plan completely ruined.

Small boys and parties are things which, when taken together, are to be approached cautiously. Controversies are easy to start and hard to stop. Place cards should add to the spirit of a party without giving any chance for a disagreement to arise. Now, if the place cards, instead of being nuts, had been small candy trees, the boughs could have been easily stripped and no evidence left from which to conjure mischief.

Such place cards are made either from gumdrops or fudge, with the aid of small green wire. Fudge can be molded into very life-like tree trunks and gum drops, though not as pictorial, are just as palatable. Green wire can be fashioned into branches that can hold gumdrop leaves and a plain white card bearing the child's name. As a table decoration, a similar tree can be made on a larger scale. It is possible for such a tree to be very fruitful, even bearing lemon and orange drops on the same branch. The beauty of these place cards is that they are perfectly harmless.

One of the cleverest parties I have ever seen given for children was a Circus Party. Everything was there from the clowns to the calliope. The invitations were tiny paper elephants and the entrance to the dining room was a big circus hoop. The place cards were exceptionally clever and each one different from the rest. Here a fierce lion stood next to a white rabbit with pink ears and eyes. All the animals were drawn as lifelike as possible and were painted as nearly like the children's ideal as grown-ups could get them. The leopard must have big spots and the giraffe must have a long neck. Part of the animal was left unpainted so that the child's name could be printed on the card. Standards on the back made the animals stand up and they really felt that they were at a circus parade marching around the table.

In the center of the table was a circus

ring, in which paper dolls were posed in hair raising positions on a tight rope and on a trapeze, while down below in the ring was a group of funny clowns. At either end of the table were two camels—the jointed wooden toys of which children are so fond—and on the back of each were two saddle bags filled with candy and nuts.

From the moment the children stepped inside the circus hoop into the dining room they were entranced. Every child loves a circus and all that goes with it. They really felt that they were at a circus when the hostess served pink lemonade and animal crackers. We noticed that when every child left, he carefully took with him his place card and it is safe to say that nearly all of the children played circus the next day in their sand piles and back yards.

A Morning With the Children

(Continued from Page 2)

"Would you rather sit in our circle Jimmie, or sit on a chair by yourself?"

Another question might be, "Why do you not have more childish fights?" And the answer would be "children under normal conditions do not do this, only spoiled children do."

Some ideas of nutrition and good health are conveyed to these youthful minds. A desire to want to drink milk and eat spinach is stimulated by the granting of stars for the accomplishment of the feat. Four year old Doris, upon returning home from the laboratory said to her mother, "Mamma, teacher says I musn't eat fried bread or pancakes for breakfast so don't you give them to me."

"What may you eat?"

"Oatmeal, and milk and oranges."

The laboratory then without interference with the function of furnishing an educational unit for the preschool child—gives an opportunity to college students for psychological studies of child training and behavior problems.

Grade Crossing in Child Life

(Continued from Page 4)

dishes is to place a chore which is necessary and worth while in the wrong light from the boy's point of view.

Finally the best incentive is one which is commensurate with the behavior with which you are associating it. In other words, you should not reward too extravagantly or punish too severely. Let the degree or the amount of it be determined by the situation itself. The child will put down a punishment which is too severe as unjust and it may be the beginning of an unwholesome attitude toward the parent who has administered it. To reward unduly centers attention upon the reward rather than upon the act which you are trying to fix as a habit.

To Go To Potter Metabolic Clinic

Adele Herbst, '25 and Agnes Crain '25 are to go in October to the Potter Metabolic Clinic at Santa Barbara, California, as student dieticians.

Mrs. Floyd C. Klingman '11, and son, John Maxwell, sailed on February 27 for Port au Prince, Haiti, to join Mr. Klingman who is there in government service.

Ila French '24, is at present principal of the consolidated schools at Beaver, Iowa.

An Iowa Home

(Continued from Page 5)

lege to select from Iowa canned corn, tomatoes, spinach, peas, sauer kraut, catsup, sweet pickles, pumpkin, squash, beets, beans and milk. She may purchase Iowa made crackers, bread, spaghetti, macaroni, cookies, cakes and pies. "Junior", if so permitted, has his choice of candies, ice cream, beverages and even mineral waters, all of which are manufactured in this state.

The Iowa household is kept clean by the many soaps made in Burlington, Dubuque, Sioux City and Des Moines. The laundry, once the housewife's weekly drudgery, is now easily done with the assistance of a washing machine and ironer manufactured in Newton, Grinnell, Perry or Davenport.

Mother buys buttons made from clam shells in Muscatine and our overalls, work shirts, cotton gloves and mittens all come from some of the largest factories in the world located in this state. In business and at home we find use for a Sheaffer pen or pencil from Fort Madison or a "Jiffy" manufactured in Sioux City. The day and date of the month will be remembered by reference to the calendar manufactured in the largest printing house of its kind, located in Red Oak.

For the family recreation the Brunswick phonograph may be bought directly from the mill in Dubuque and the piano may be bought from the factory at Bellevue. Among our magazines and papers will be those published in Iowa, for Des Moines alone is one of the largest printing centers in the world.

The house has been built and our family is living in it. Iowa has contributed well toward its maintenance and happiness.

Artificial Feeding

(Continued from Page 3)

food should bear a close analogy to that of human milk fails in many cases in practical applications. After experience in percentage feeding of infants in a London hospital, Burgess (1925) decided that there was something more in human milk than is expressed in its percentage formula and caloric value. That until a fat is found that can be tolerated by the infant we are doing incalculable harm to the infant population by insisting on strict adherence to percentage feeding. In some cases after a few days breast feeding fat was borne where before it couldn't be tolerated.

Investigators abroad are firmly convinced that the premature as well as the new born infant will thrive much better on more concentrated milk mixtures. Vomiting is less frequent than with more dilute mixture. In cases of severe vomiting, whole milk not diluted is recommended owing to the fact that quantity can be lessened. For children with poor appetites it is of great advantage inasmuch as the quantity can be materially lessened.

Thus it is evident that tho many experiments are being carried on at the present time on infant feeding and as no one method or plan has been adopted by all specialists, no definite conclusions can be drawn as to which is the better of the numerous methods in use.

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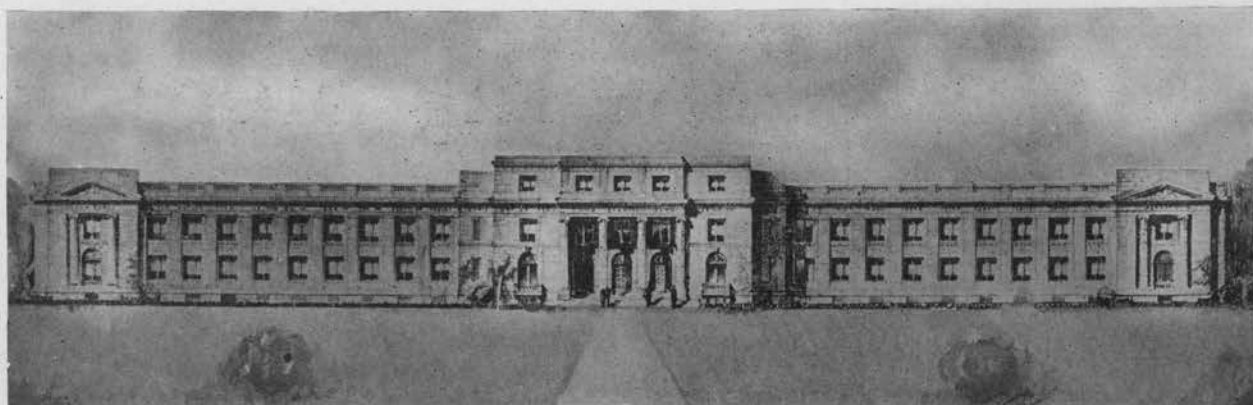
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WITH INCREASED FACILITIES in the great new Home Economics Building which is rapidly nearing completion at Iowa State College, the courses for young women will enter upon a new era of growth and development. There was never a better time for high school graduates to begin their college work at Ames than this fall quarter. Theirs will be the privilege to be a part of the new developments that lie just ahead. They will share in the first use of the new Home Economics building and the increased opportunities it will offer.

Home Economics instruction at Iowa State was always in the forefront, but now progress to even greater things is underway.

Young women who are weighing the choice of a college may feel assured that the courses at Iowa State provide broad, general education based on high collegiate standards. They offer a fine combination of the things, both cultural and practical, that ought to go into the education of young women.

For full information about courses, write to The Registrar, Iowa State College, Ames.

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